Learning Conversation Notes	
Name of Partner:	Date:
Latino Leadership Project	6/20/06
Number of Families with Children 0-5 and Children 0-5 Served:  Parents Children Total  Total 24 29 53	Gender Served:         Sex       Males       2       14       16       30%         Females       22       13       35       66%         Unknown       0       2       2       4%
When Served:	Ages & Gender (both grps):
Sept 04-June 05 (Alumni)	Children Males Females Total
&	Under 1 2 1 3 10%
	1 2 2 4 14%
Jan 2006-June 06 (Year 2)	2 1 4 5 17%
	3 5 2 7 25%
	4 4 1 5 17%
	5 1 2 3 10% unknown 0 2 2 7%
	unknown 0 2 2 7%
	Ethnicity: Hispanic/Latino 24 males, 27 females 51 total Mixed heritage: 2

**Conversation Participants:** Sylvia Ambriz (KBFRC), Nancy Baggett (First 5 staff), Ruth Hall (Truckee FRC), Leticia Marquez(KBFC), Janice Critchlow (First 5 team), Don Ferretti (First 5 staff), Patricia Senniento (KBFRC), Margarita Nevarez (TFRC), Martha Cerna (TFRC), Adela Gonzalez del Valle (TFRC), Seana Doherty (First 5 recorder), Heidi Kolbe (First 5 facilitator), Kim Haswell (First 5 Commissioner)

#### **Outcomes:**

- Parents of children prenatal through 5 are empowered as advocates for their children, so that their children are achieving healthy development
- Parents will have an enhanced and enduring ability to set and achieve healthy goals for themselves and their children independent of this program

## **Performance Measures:**

- Demographics of children broken down by age, gender, and ethnicity
- Pre, intermittent, and post parent self-assessment to include identification, progress and achievement of goals for both themselves and their children.
- Follow up survey of program participants to measure the sustainability of the skills learned in the program
- Ages and stages Questionnaire
- Video, photos and stories relating to achievement of the outcomes

## What is this data telling us about achievement of outcomes?

Demographic information (comments)

2006 Group:

Gender even for children

17 of 18 parents, women

Ages covered—prenatal-5

Alumni Group demographics:

50% of original group still participating

## Both Groups combined:

Trends continued representing both groups served (statistically looked same)

Age range, perfect bell shaped curve

Target population of the project being served

This year, possible drop-off in participation of male parents (5 out of 17 last year) due to machismo, timing, work schedules, feeling program isn't for them (woman's job)

#### Other comments:

Program: 6 classes over 6 months 18 parents started class, 9 finished

9 that finished were very dedicated

Drop-out rate due to: weather, work, lack of interest or confusion around topic, scheduling

#### Pre & Post Surveys

25 questions before and after program

3 key questions really speak to both outcomes

Question 1: Knowledge of self-esteem

Pre: 4 out of 18(22%) could define self-esteem

Post: 9 out of 9 (100%) could define

Clear that they now understand self-esteem and that this will transfer to their children

Speaks to outcome #1—that parents with self-esteem can help their children

Big shifts in parental self-esteem and happiness with their children

*Question 2: Life goals* 

Pre: 6 of 18 said yes (32%)

Post: 9 of 9 (100%) said yes

Parents have ability to set healthy goals for themselves and their children

Goal setting component is working!

This project excites people about their potential

Program touches upon fears and helps parents set goals to move beyond fears

Goal areas that parents were working with children on include: education, discipline, talking to teachers, spending time, physical activities, setting up routines for parents and children, role modeling

Question 3: Universal rights of children

Pre: 3 of 18 said yes (17%) Post: 9 of 9 said yes (100%)

Examples (post) "Right to be happy and receive medical assistance," "Not to be mistreated, medical assistance, the right to study, the right to play"

Once parents understand their children's rights they can move on to advocate for their

children

Examples reflect healthy development of children

This was the question with the largest growth area

Other comments, re: other questions:

Over-all very pleased

Behavior changes in many parents due to increased self-esteem, more knowledge of their children's' rights

Expectation around when children should start reading ranged from age 5-7--this may be a cultural/education issue

Respect, education listed as family values in pre-test but hard for people to list 5 values Education is defined differently in Mexico and in US

## Follow-up Survey (includes alumni and recent class)

Question 1: Feel more knowledgeable about ways to advocate for your children? 12 of 14 said yes (86%)

Comments:

Helped with work, husband, kids, teachers, school

Learning English in order to advocate

Question 2: Able to achieve goals for yourself and children?

Answers show emotional health needs of children being taken care of by their parents

Question 3: How will you use info? To be a better leader in your family?

Answers reflect knowledge and implantation of family leadership

They recognize that they have responsibility as a leader in their family

#### *General comments of follow-up survey:*

It appears that a year after the program participants graduate they are still practicing what they learned in the class.

6 of the participants in the program have become very active in educational issues, advocating at community meetings and voicing what they want for their children Very rewarding to see graduates take on active roles in the community

There is now a group of 17 women who can share leadership roles in KB community (increase from 2 before the program)

Parents are now seeing their children as important and listening and figuring out the uniqueness of their children. There has been a shift in the way they look at their kids. Data today is much different than 3-4 years ago re: Hispanic value of education

Change in data due in part to a variety of First 5 supported programs through-out the region (greater parent knowledge of child development topics)

#### Ages and Stages Questionnaire

20 children participated (all children are from parents who went through leadership program this year)

Tested twice (Jan, June 2006)

5 areas tested: 1) communication 2) gross motor 3) fine motor 4) problem solving 5) personal social

Comparing post tests from both classes

1) Communication

(i.e. giving directions, understanding directions, testing to see if children are at normal developmental stage for their age)

With the exception of 2 children, all children came in at a developmentally appropriate level. Most improved in post test scores

2) Gross motor

(i.e. use of large muscle groups: kicking, hopping)

1 child dropped, everybody else stayed the same or moved up

Everyone came in developmentally appropriate (except 1) and all exited at an developmentally acceptable level

For the children who fall below the cutoff, support/advocacy services are offered

3) Fine Motor

Over all, everyone starting and staying at or above the cut-off. All are ok.

The average scores (not high) reflect community-wide issues

4) Problem solving

(i.e. counting, bldg. with blocks)

All except one have improved or stayed the same at the post. All are good.

5) Personal social: all improved or stayed the same

### General comments:

Ages and stages assessment compliments leadership program by involving parents in developmentally appropriate activities around education/awareness.

Over-all the group of children are all achieving healthy development according to Ages & Stages assessment

Parents are committing the time to take this assessment. Shows parent commitment to understanding their child's development

Parents committed to follow-up/improvement to benefit their children

Personal/social was the strongest area for both sets of kids (this last years classes)

Alumni group Ages/Stages scores continue to improve even without their parents being directly involved in the program. Points to sustainability of the program message.

#### Stories:

Letters speak to people feeling empowered

Stories show that parents have healthy goals, comments indicate that they are going to act on these goals, independent of the program

## What is this data telling us about achievement of outcomes? (Con't)

# How will we apply what we have learned?

Application re: attracting more men to program:

- Involve male leaders/male alumni to plan strategy for attracting men to the program
- Some felt that a mental shift in the Mexican male population re: role of the father might help attract more males to participate
- Develop program that targets the issue of fathers specifically
- Coordinating with MIC program in KB
- Look at other successful programs for ideas (i.e. Monina, Active Parenting)

Brainstorming to address drop-out rates: schedule flexibility, signed commitment, stipend reward, use role models to attract participants

Self-esteem is being built in the program (Question #1)

Component in program that speaks to goal setting is working well (re: Question #2) Knowing Children's Rights (question 3): important piece that should remain in curric. Add the when and where follow-up to questions that ask about resources and advocating Good job of presenting Ages & Stages data by showing pre/post scores

Work with partners to follow the children through the Ages/Stages assessment (other preschool settings or informal childcare)

May want to look at summary data to see if child has been exposed to preschool, specifically around fine motor

The process of screening child in home with parents in their home seems to be working well: timing on administering test is a critical factor

### **Next Steps:**

Look for funding to continue program and provide on-going support for alumni parents by connecting them with on-going resources and programs